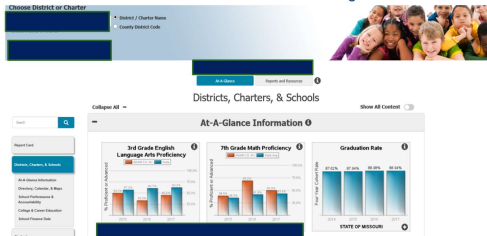


Thank you for tuning in to this webinar on the special education District Profile. This webinar will review the Profile from the district perspective and explain what data are included and how you can use this report to analyze and review your district's special education program.

Profile Location on MCDS

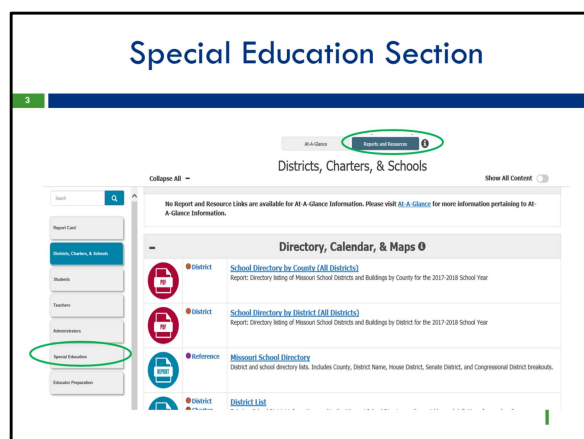
2

- Log into the Missouri Comprehensive Data System (MCDS) Portal
- Select your district name from the drop-down list and hit select
- Your screen should look similar to the following:

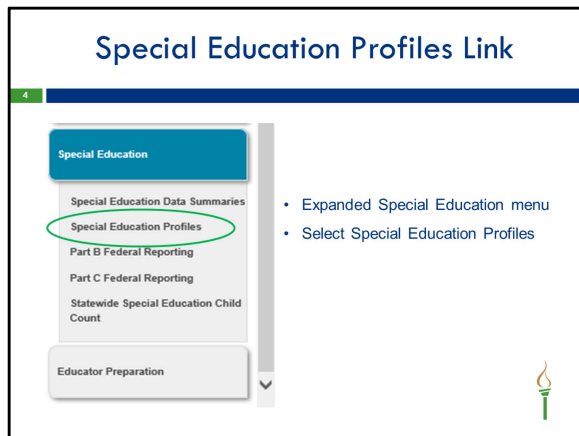


First, I want to start by showing you where you can find the special education profile report.

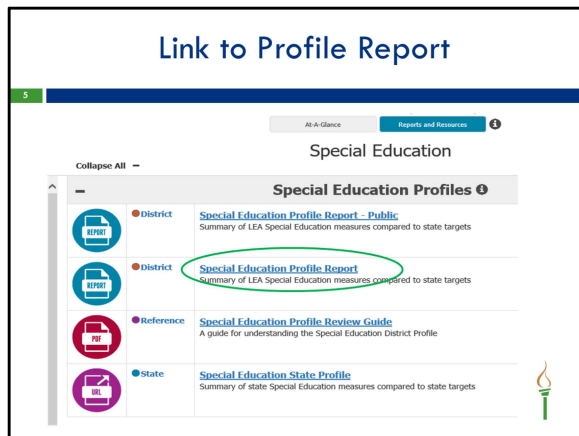
In order to access the secure version of the Profile, log into the Missouri Comprehensive Data System (MCDS) portal and select your district name from the drop-down list. The screen should look very similar to the screen shot on this slide.



First click on the Reports and Resources button at the top of the page, then click the Special Education button on the left menu in order to navigate to the Special Education section.



When you click the Special Education button, the menu will be expanded as it appears on this slide. You will select the Special Education Profiles link in the menu.



The first report in the list is the public version of the Profile. The public version includes cell suppression to ensure confidentiality of student data.

The second report is the secured version which displays all numbers for your district. Please note that if you don't see the secured version, you either need to log in to the web applications or you need to have your district User Manager grant you access to the Profile. Click on the Special Education Profile Report, select the district if necessary, and click the View Report button.

Profile Report

6
Special Education Profile Report

School Year: 2017
Report

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[Next](#)

[Print](#)

Missouri Department of Elementary and Secondary Education
Special Education District Profile

As required by the Individuals with Disabilities Education Improvement Act (IDEIA), the Missouri State Performance Plan (SPP) is a plan that outlines targets for student performance, student and operational outcomes, strategies to ensure districts implement, monitor, and report on the plan, and improvement activities. Districts are required to submit data on the performance of each of the indicators against the SPP targets to the Department of Elementary and Secondary Education (DESE). The State Performance Plan can be found online at <http://doe.mo.gov/special-education/state-performance-plan/>.

The purpose of this profile is to:

1. Provide information to the public about the performance of districts on the SPP indicators
2. Address other outcome measures for students receiving special education services

Page 1 of this profile summarizes whether the district met or did not meet the target for each indicator. The remaining pages provide additional data for the SPP indicators listed on the SPP plan.

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each data included in this profile, however most of the data are reported by the district directly to the Department.

See the link below for the Special Education Profile Review Guide
<http://doe.mo.gov/special-education/state-performance-plan/>

- First page of profile report
- Navigate with arrow buttons at top
- Export the profile into a PDF

The Profile includes several pages of reports. You can navigate through the report using the arrow buttons circled in green, or you can export the report to PDF using the icon circled in blue. Exporting the report to PDF is probably the easiest way to review the Profile.


General Reporting Areas	
7	
Early Childhood Special Education (ECSE) Data	Table A
Child Count & Educational Environment Data	Table B
Assessment Data	Table C
Evaluation Data	Table D
Parent Survey Data	Table E
Suspension/Expulsion Data	Table F
Secondary Transition Data	Table G

The data are organized in the areas shown here, starting with early childhood special education data and continuing through secondary transition data.

Now will spend a few minutes going through each table contained in the profile and talk about calculation methods and what questions you should ask yourself as you are reviewing your district's data.

SPP Targets and District Status

- First page of profile
- Overview summary of Local Education Agency (LEA) performance
- Includes met/not met status for each State Performance Plan (SPP) Indicator



The first page of the Profile lists out the State Performance Plan Indicators and displays the SPP targets and the district's Met or Not Met status for each indicator.

This is a summary of the most recent school year, and you'll want to look at any areas where you're not meeting targets or where performance levels are decreasing. This particular page of the Profile meets the public reporting requirements for the SPP under IDEA.

The rest of the Profile contains data for multiple school years and provides additional detailed information.

Table A1 – ECSE Child Count	
<ul style="list-style-type: none"> • Early Childhood Special Education Child Count as of December 1 • Data Source: MOSIS December Student Core • Data Note: Generally reported by the district providing services • What to Ask: <ul style="list-style-type: none"> ○ What are our child find and referral processes? ○ What are our processes for determining eligibility? 	

The next page of the Profile includes information on Early Childhood Special Education. Table A1 shows the number of children ages three through pre-kindergarten age 5 who are eligible for and receiving ECSE services as of December 1 of the reporting year. The ECSE child count for the last three school years is displayed along with the most recent school year’s state data. Please note that ECSE child count data is generally reported by the district providing the special education services, so the numbers displayed here may not accurately represent the number of resident children receiving ECSE services in your district.

Reviewing your ECSE child count data will help you evaluate your child find and referral processes.

Table A2 – ECSE Educational Environments (Ages 3-PK5)	
10	<ul style="list-style-type: none"> • SPP Indicator 6A: ECSE children in regular early childhood program receiving majority of services in the regular early childhood program • SPP Indicator 6B: ECSE children in special education separate class, school or residential setting • Data Source: MOSIS December Student Core • Calculations: <ul style="list-style-type: none"> ◦ Educational environment percentage = (educational environment count / total ECSE child count) x 100



Table A2 displays three years of educational environments for children in ECSE as well as the state data for the most recent school year. The educational environment data are used for SPP indicator 6 which has two parts. 6A looks at the percent of ECSE children who are attending a regular early childhood program and who are receiving the majority of their special education services in the regular program. 6B looks at the percent of ECSE children who are in special education classrooms or programs. On the Special Education Data webpage, there are a number of technical assistance documents, as well as a recorded webinar, to help with determining the appropriate educational environment for children in ECSE.

The percentage of children in each educational environment is calculated by dividing the educational environment count by the total ECSE child count and multiplying this by 100 to convert to a percent.

**Table A2 – ECSE Educational Environments
(Ages 3-PK5)**

11
<ul style="list-style-type: none">• What to Ask:<ul style="list-style-type: none">○ How do we determine placement?○ How do we determine the educational environment?○ Do we understand that the placement & educational environment are two separate concepts, required for different purposes?○ How do we include IEP students in settings with nondisabled peers?○ Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?



Use the educational environment data to assess how your district is doing regarding placement decisions and determining the educational environment for each child, as well as the extent to which you are including ECSE children in regular early childhood settings.

Table A3 – Transition from First Steps (Part C)

12
<ul style="list-style-type: none"> • SPP Indicator 12: Percent of children referred by First Steps prior to age 3 who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays • Eligibility Requirement: IEP in place prior to 3rd birthday • Data Source: Special Education IMACS Self-Assessment • Calculations: <ul style="list-style-type: none"> ○ Percent developed within acceptable timelines = (IEPs developed within acceptable timelines / number referred and eligible) x 100

Districts are required to develop and implement an IEP by the third birthday for children referred from the First Steps program. This table shows the percent of children referred by First Steps before the age of 3, who were found eligible for ECSE, and who had an IEP in place prior to their third birthdays. This table includes the last five school years of data. However, districts will only have a couple of years of data since the data are collected from LEAs as part of the monitoring self-assessment.

The percentage of IEPs developed within the timelines is calculated by dividing the number of IEPs developed by the third birthday by the number of children referred from First Steps and who are eligible for ECSE services, and then multiplying this by 100 to convert to a percent.


Table A3 – Transition from First Steps (Part C)

13
<ul style="list-style-type: none">• What to Ask:<ul style="list-style-type: none">○ Have we established a good working relationship with the First Steps System Point of Entry (SPOE) office for our area?○ Are our processes clear on the timelines for transition from First Steps to ECSE?○ Is there a designated person responsible for monitoring timelines for the LEA?○ Do we have a clear understanding of the extremely limited reasons for which it is acceptable to not have the IEP developed by the third birthday?○ If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?



When reviewing your data on transition from First Steps, this slide shows some good questions to ask. Generally speaking, does your district have good rapport with the SPOE office for your area; does your district have clearly outlined procedures for transition to ECSE and a designated person who monitors the timelines; and has your district implemented changes to procedures and practices if compliance is less than 100%.

Table A4 – Early Childhood Outcome (ECO) Data

14	
<ul style="list-style-type: none"> • SPP Indicator 7: Percent of children in ECSE who demonstrated improved social-emotional skills, acquisition and use of knowledge skills, and use of appropriate behaviors to meet needs • Data Source: MOSIS ECO data from the June Student Core • Calculations: <ul style="list-style-type: none"> ○ Outcomes Percentage = (number in each outcome "bucket" for each outcome area / number of children exited from ECSE during reporting year) x 100 ○ Summary Statement 1 = Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited = (outcome buckets c + d / Outcome buckets a + b + c + d) x 100 ○ Summary Statement 2 = Percent of children who were functioning within age expectations by the time they exited = (outcome buckets d + e / Outcome buckets a + b + c + d + e) x 100 	

Districts are required to assess children's abilities upon entry into and exit from ECSE. This table shows the progress, or outcome, made between entering and exiting ECSE for children who have exited ECSE during the reporting year. There are three areas being assessed for outcome progress: social emotional skills, acquiring and using knowledge and skills, and taking appropriate actions to meet needs. The first two columns under each assessment area are the district numbers and percentages and the last column is the state percentage.

Outcome percentages are calculated by dividing the number of children in each outcome bucket for each outcome area by the number of children who exited from ECSE during the reporting year, and then multiplying this by 100 to convert it to a percent.

Below the main table there are two summary statement rows. Summary Statement 1 is the number of children who entered the program below age expectations that substantially increased their rate of growth by the time they exited. Summary Statement 2 is the percent of children who were functioning within age expectations by the time they exited.

The Profile includes a bar chart detailing the early childhood outcome data so you can see how your district compares to the state for the summary statements in each of the three outcome areas.

Table A4 – ECO Data

15

- **What to Ask:**

- Has the LEA been reporting the ECO data to DESE?
- Have all ECSE staff been trained about ECO assessment procedures?
- Is there a designated person responsible for ensuring that entry and exit assessments are conducted accurately & consistently?
- How are ECO data used for program evaluation and improvement?



Some things to consider when reviewing this data: First, do the numbers suggest that the LEA is reporting all ECO data to DESE? Are ECSE staff appropriately trained on ECO assessment procedures, and does your district have a person designated to ensure entry and exit assessments are conducted accurately and in a consistent manner. How are the ECO data being used for program improvement?

Table B1 – Child Count (5K-21) & Parentally-Placed Private School Students (PPPS)	
16	<ul style="list-style-type: none"> • Includes: The number of students with IEPs or Services Plans as of December 1 • Data Source: MOSIS December Student Core • Calculations: <ul style="list-style-type: none"> ◦ Incidence Rate for each Disability Category & Total = (total child count / total student enrollment) x 100 • What to Ask: <ul style="list-style-type: none"> ◦ Are our incidence rates comparable to the state rates? ◦ If not, why is our total incidence rate high or low? ◦ Why are incidence rates for particular disability categories high or low? ◦ What are our pre-referral and referral processes? ◦ What are our processes for determining eligibility?

Table B has three parts dealing with school-age child count data. Table B1 shows the number and incidence rate of students with disabilities by disability category. The table has four columns of data: the first column is the total 5K-21 child count, including parentally-placed private school students receiving special education and related services. The second column breaks out the number of parentally-placed private school students. The third column is the incidence rate for the district, and the fourth column is the incidence rate for the state.

The incidence rates for each disability category are calculated by dividing the total child count by the total K-12 student enrollment for the district, and then multiplying this by 100 to convert to a percent.

The bar chart graphs the incidence rates for the LEA and state by disability category.

Things to think about when reviewing this data: are your incidence rates aligned with state rates, if not, why are they higher or lower; are rates for a certain category higher or lower than others and why; what are your pre-referral, referral and eligibility determination processes?

Table B2 – Percent of Students by Race/Ethnicity


17	
<ul style="list-style-type: none"> • SPP Indicators 9 & 10: Disproportionate representation in special education & disproportionate representation in specific disability categories • Data Sources: MOSIS December Student Core (child count) and MOSIS October Student Core (enrollment) • Calculations: <ul style="list-style-type: none"> ○ Percent of Enrollment by Race = (the number in each racial & ethnic category / total enrollment) x 100 ○ Percent of IEP Child Count by Race = (the number in each racial & ethnic category / total child count) x 100 ○ Percent of Disability by Race (for each disability category) = (the number in each racial & ethnic category / total child count in the disability category) x 100 	

Table B2 provides child count and enrollment data by race/ethnicity. This table indicates the percentage of students by race/ethnicity for total district enrollment, special education child count, and selected disability categories. This information corresponds to SPP indicators 9 & 10.

The first row shows the percent in each racial/ethnic category for K-12 district enrollment. The second row shows the percent in each racial/ethnic category for school-age special education child count. The rest of the rows show the percents in each racial/ethnic category for specific disability categories.

Table B2 – Percent of Students by Race/Ethnicity

10

- **What to Ask:**

- Are the percentages by race consistent across enrollment, total child count, and child count by disability category?
- If no, what is contributing to the differences?
- At what rate do we refer students for special education evaluation by race/ethnicity?
- What are our processes for determining eligibility?



The data by race/ethnicity is used to determine whether districts have disproportionality in their identification rates by race/ethnicity. The results in this table will help you determine if your district percentages by race/ethnicity are consistent or not, and if not, you may want to examine referral rates and eligibility determination processes.

Table B3 – School-Age Educational Environments

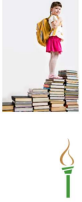
19	
<ul style="list-style-type: none">• SPP Indicator 5: Percent of children with IEPs inside regular class 80% or more (5A), Percent of children with IEPs inside regular class less than 40% (5B), and Percent of children with IEPs served in separate settings (5C)• Data Source: MOSIS December Student Core• Calculations:<ul style="list-style-type: none">• Educational Environment Percentage = (total number in educational environment / total school age special education child count) x 100	
	

Table B3 shows the amount of time students with disabilities are included in the general education classroom, and is used for SPP indicator 5, and includes the last three school years of data for the district and the most recent school year state data.

The educational environment percentages are calculated by dividing the total number in each educational environment by the total school age special education child count, and then multiplying this by 100 to convert to a percent.

There are two bar charts at the bottom of this page:

- The first chart graphs three years of district and state percentages for educational environments inside regular class 80% or more and inside regular class 40-79%
- The second chart graphs three years of district and state percentages for educational environments inside regular class less than 40% and separate placements

Table B3 – School-Age Educational Environments

20

• **What to Ask:**

- How do we determine placement?
- How do we include IEP students in general education classes?
- Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team?
- What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels?
- What general education classes use differentiated instruction?
- What differentiated instruction strategies are being used in general education classrooms?



Things to consider when reviewing the educational environment: are you including IEP students in the regular classroom to the extent possible; are there co-teaching or other instructional models in place at the elementary, middle/junior high, and high school levels; do you have general education classes using differentiated instruction, and if so, what strategies are they using?


Table C – Missouri Assessment Program (MAP) Data	
21	<ul style="list-style-type: none"> • IEP MAP & MAP-Alternate (MAP-A) participation and proficiency rates • Data Source: MAP assessment data • SPP Indicator 3: Participation rate for children with IEPs for English Language Arts and Mathematics (3B) & Proficiency rate for children with IEPs for English Language Arts and Mathematics (3C) • Calculations: <ul style="list-style-type: none"> • Participation Rate = (reportable / accountable) x 100 • Percent Top Two = (number of proficient + number of advanced) / (number of reportable) x 100 

Table C includes state assessment results for students with disabilities, corresponds to SPP indicator 3, and includes three school years of data by grade level and content area.

The tables show the MAP participation & performance results and includes MAP-Alternate data.

The participation rates for each grade are calculated by dividing the reportable total by the accountable total, and then multiplying this by 100 to convert it to a percent.

The percent top two percentages for each grade level are calculated by dividing the sum of the number of proficient and advanced by the number of reportable, and then multiplying this by 100 to convert to a percent.

There are four bar charts that show district and state results by grade spans for English language arts and mathematics.

Table C – MAP Data

22

• What to Ask:

- Why is our participation rate lower than 100%?
- Why are percentages decreasing, static, or low?
- Is the LEA following state guidelines for determining MAP-A eligibility?
- What do the results by grade level imply?
- How do assessment results relate to special education placements (percent of time spent in general education classrooms)?
- How do IEP students access the general education curriculum?



Things to consider after reviewing your district information for this series of tables include:

- How does our proficiency rates compare to the state rates?
- Are our participation rates lower than 100% - why is this happening?
- Did our proficiency rates decrease, increase, or not change and what is contributing to this?
- Are state guidelines for MAP-A eligibility being followed? If not, how will you correct this?
- What insights can be gleaned by the results by grade level?
- Do our assessment results correlate to the special education placements?
- How is our general education curriculum accessed by IEP students?


Table D – Evaluation Data	
23	<ul style="list-style-type: none"> • SPP Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation • Data Source: Special Education IMACS self assessment data • Calculation: <ul style="list-style-type: none"> • Percent with Acceptable Timelines = (number within acceptable timelines / number evaluated) x 100



Table D includes data on initial evaluation timelines. Districts are required to conduct initial evaluations within 60 days from the time of referral to special education. This table shows the percent of children who have evaluations completed within 60 days of parental consent. The data correspond to SPP indicator 11 and includes the number evaluated, number of evaluations conducted within acceptable timelines, percent of evaluations conducted within acceptable timelines, and the state percentage of evaluations conducted within acceptable timelines.

Data are collected from LEAs through the special education IMACS self-assessment.

The percentage of evaluations conducted within acceptable timelines is calculated by dividing the number of evaluations conducted within acceptable timelines by the total number evaluated, and then multiplying this by 100 to convert it to a percent.

Table D – Evaluation Data	
24	<ul style="list-style-type: none"> • What to Ask: <ul style="list-style-type: none"> ○ Are our processes clear on the timelines for initial evaluations? ○ Is there a designated person responsible for monitoring timelines for the LEA? ○ Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline? ○ If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance? 

Reviewing your evaluation timeline data will help you:

- Determine if your processes for initial evaluation timelines are clear, and
- Make sure everyone has a clear understanding of when it is acceptable to exceed the 60-day timeline, and
- Institute changes to procedures and practices if compliance is less than 100%


Table E – Parent Survey Data	
25	<ul style="list-style-type: none"> • SPP Indicator 8: Percent of parents who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities • Data Source: Special Education Parent Survey <ul style="list-style-type: none"> • The school encourages parents to be involved • My involvement in my child's education has improved his/her achievement • Calculation: <ul style="list-style-type: none"> • Schools Facilitated Parental Involvement Percent = (number of parents with children with disabilities who agree or strongly agree / number of responses) x 100 • What to Ask: <ul style="list-style-type: none"> • How does the LEA encourage parental involvement? 

Table E details the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities. Data come from the Special Education Parent Survey and are collected from LEAs during their self-assessment year. This information corresponds to SPP indicator 8 and includes the following response categories: total responses, number agree/strongly agree, percent agree/strongly agree, and state percent agree/strongly agree.

Agreement for this indicator requires that parents agreed with two questions: the school encourages parents to be involved and my involvement in my child's education has improved his/her achievement.

Percent of schools that facilitated parental involvement is calculated by dividing the number of parents with children with disabilities who agree or strongly agree by the number of respondents, and then multiplying this by 100 to convert it to a percent.

This information will assist your district in determining how well you are encouraging parental involvement, but you'll also want to consider your response rate, and work to improve it if necessary for the next time. The contractor that administers the survey sends a report that includes responses for the entire survey to the districts. This report should be used to evaluate parental opinions about the provision of special education services.


Table F – Suspension/Expulsion Data	
26	<ul style="list-style-type: none"> • Suspension/expulsion counts and removal rates for students with disabilities and non-disabled students • SPP Indicator 4: Percent of districts with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs (4A) and by race/ethnicity (4B) • Data Source: MOSIS Discipline Incident file 

Table F displays discipline data for students with disabilities and nondisabled students. The top section indicates the number of students who had out of school or in school removals during the school year. “All” means removals of any length, while “greater than 10 days” only includes removals of 11 days or more. The lower section indicates the actual number of out of school and in school removals and includes a section for out of school removals greater than 10 days by race/ethnicity which corresponds to SPP Indicator 4B.

Data is pulled from MOSIS Discipline Incident file and also uses the special education child count and district enrollments in order to calculate removal rates per 100 students. Note that out of school suspensions also includes expulsions and unilateral removals.

The last two columns in the table show the ratio of removal rates for students with disabilities to removal rates for nondisabled students for both the district and the state. A ratio of 2.0 means that students with disabilities receive removals two times as often as nondisabled students.

Table F – Suspension/Expulsion Data

27

• Calculations:

- **IEP Students Rate per 100 Students** = (number of IEP students with incidents reported / total child count excluding PPPS) x 100
- **Non-IEP Students Rate per 100 Students** = (number of non-IEP students with incidents reported / total enrollment less child count) x 100
- **IEP Incident Rate per 100 Students** = (number of incidents for IEP students / total child count excluding PPPS) x 100
- **Non-IEP Incident Rate per 100 Students** = (number of incidents for non-IEP students / total enrollment less child count) x 100
- **Ratio of IEP : non-IEP rate** = IEP rate per 100 students / non-IEP rate per 100 students



There are two main calculations used on the discipline table. The first calculates a removal rate per 100 students by dividing the number of students with removals, or the number of removals, depending on the section of the report, by the number of students and then multiplying this by 100 to make it a rate per one hundred students.

The ratio of IEP to non-IEP is calculated by dividing the IEP rate per 100 students by the non-IEP rate per 100 students.

Table F – Suspension/Expulsion Data

20

• **What to Ask:**

- Is the average number of incidents per IEP student consistent with non-IEP students?
- What are our disciplinary policies?
- Does the data suggest that some policies may have unintended effects?
- How do discipline incident rates correlate with the dropout data of IEP students?
- What behavioral intervention strategies are used, and are all LEA staff implementing them consistently?



Some things to consider when reviewing your discipline data are

- How does your average number of incidents per IEP students compare to the non-IEP students?
- Is it possible that your disciplinary policies have unintended effects?
- How do your incident rates correlate with your dropout data for IEP students?
- Do behavioral intervention strategies need to be revised and are the LEA staff sufficiently trained to implement them consistently?

Table G1 – Graduation and Dropout Data

29

- **SPP Indicators 1 & 2:** Percent of youth with IEPs graduating with regular diploma & percent of youth with IEPs dropping out
- **Data Source:** MOSIS June Student Enrollment and Attendance file
- **Data Sets:**
 - Graduation Data: Graduate counts by year of graduation. Includes G01 and G03 exit codes
 - Graduation Cohort Rates: 4-year and extended year graduation rates based on 9th grade cohorts. Includes only G01 graduates for 2018+
 - Dropout Data: Dropout counts and rates by year of exit.



And last, but not least, the tables in Section G deal with secondary transition. Table G1 has several pieces regarding graduation and dropout rates and corresponds to SPP Indicators 1 and 2. The data source is the MOSIS June Enrollment and Attendance file.

There are three tables on this page:

- The first table details the number of IEP students who graduated by school year and the state total for the most recent school year. This table includes both G01 and G03 graduates.
- The second table details the number of IEP graduates by cohort years and includes district and state 4-year, 5-year, 6-year, and 7-year rates. The cohort graduation rates only include the G01 graduates in the numerator for 2018 and subsequent school years.
- The third table shows the number of IEP students who dropped out by school year and the state total for the most recent school year

There are two bar charts at the bottom of this page:

- The first displays the district and state 4-year cohort graduation rates by school year
- The second displays the district and state dropout rates by school year

Table G1 – Secondary Transition Data

30

• Calculations:

- **4-year Graduation Rate** = (number in cohort graduating within 4 years / Special Education (IEP) cohort) x 100
- **5-year Graduation Rate** = (number in cohort graduating within 5 years / Special Education (IEP) cohort) x 100
- **6-year Graduation Rate** = (number in cohort graduating within 6 years / Special Education (IEP) cohort) x 100
- **7-year Graduation Rate** = (number in cohort graduating within 7 years / Special Education (IEP) cohort) x 100
- **Dropout Rate** = (number of IEP dropouts in grades 9-12 / total number of IEP students in grades 9-12) x 100



The 4-year graduation rate is calculated by dividing the number in the cohort graduating within 4 years by the special education cohort, and then multiplying by this by 100 to convert to a percent. The cohort is the group of students who started 9th grade four years prior.

The 5-, 6-, and 7-year rates are calculated the same way, but include students who graduated within the applicable number of years.

The dropout rate is calculated by dividing the number of IEP dropouts in grades 9-12 by the total number of IEP students in grades 9-12, and then multiplying this by 100 to convert to a percent

For students in grades 9-12, the following exit categories are added together for the number of dropouts: received a certificate, reached max age, moved not known to continue, and dropped out.

Table G1 – Secondary Transition Data

31

• **What to Ask:**

- How do graduation and dropout rates compare to rates for nondisabled students and the state, and what is the trend?
- Are we identifying students at-risk of dropping out and what programs and options are available to help at-risk students?
- How do we keep IEP students engaged in learning?
- What are our attendance policies and do some have unintended effects?
- Do we understand which graduates should be coded as G03 instead of G01, and the implications of G03 reporting on our cohort graduation rate?



Things to consider when reviewing these data are

- How do your graduation and dropout rates compare to those for nondisabled students and to the state, and are rates trending in the right direction?
- Do you have programs and services in place to identify and help at-risk students?
- Are you keeping IEP students engaged in the classroom and in their learning process?
- Are your attendance policies working and do they any have unintended effects?
- Do you understand which graduates should be coded as G03 instead of G01, and do you understand the implications of G03 graduates on your cohort graduation rates?

Table G2 – Secondary Transition Plans	
32	<ul style="list-style-type: none"> • SPP Indicator 13: Percent of youth ages 16+ with IEPs that include: <ul style="list-style-type: none"> • appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; • transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; • and annual IEP goals related to the student's transition services needs • Data Source: Student file reviews in IMACs self-assessment • Calculation: <ul style="list-style-type: none"> ○ Percent Met Requirements = (number met requirements / number of transition IEPs reviewed) x 100

Table G2 includes information on IEP secondary transition planning and corresponds to SPP Indicator 13. IEPs must include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. This table illustrates the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review. The data are collected from LEAs via Special Education IMACS in conjunction with monitoring self-assessment; therefore, the information is not available for all LEAs every year.

The table includes the total number of transition IEPs reviewed, the number and percent of IEPs that met the requirements, and the state percent that met requirements.

The percent met requirements is calculated by dividing the number of IEPs that met requirements by the number of transition IEPs reviewed, and then multiplying this by 100 to convert it to a percent.

Table G2 – Secondary Transition Plans

33

- **What to Ask**

- See questions for graduation/dropout rates
- If less than 100%, have changes been made in procedures and practices to ensure full compliance?



The questions we discussed under graduation and dropouts rates apply here as well. If you're not in full compliance with the secondary transition planning requirements, you need to consider revising procedures and practices in order to ensure full compliance.

Table G3 – Follow-up

34

- Follow-up on previous year's graduates and dropouts
- **SPP Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been enrolled in higher education, employed competitively, enrolled in some other postsecondary education or training program, or in some other employment within one year of leaving high school.
- **Data Source:** MOSIS Graduate follow-up file



Districts are required to follow-up on special education graduates and dropouts from the previous year. This table indicates the district-reported data via the MOSIS Graduate Follow-up file and corresponds to SPP indicator 14. Please note that there is a data field called Sped Met Definition that must be “yes” in order for certain follow-up categories to be considered a positive outcome. There is a webinar devoted to follow-up reporting available on the DESE web site.

Table G3 – Follow-up

35
<ul style="list-style-type: none">• Calculations:<ul style="list-style-type: none">• Enrolled in Higher Education = (sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100• Enrolled in higher education or competitively employed = (sum of (4-year and 2-year college where at least one term completed and competitive employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100• Total Employed & Continuing Education = (sum of (4-year, 2-year college or other postsecondary education where at least one term completed, employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100



SPP Indicator 14 has three summary calculations that build on each other. First, the enrolled in higher education percentage is calculated by dividing the sum of the 4-year and 2-year college where at least one term was completed, by the total graduates and dropouts, and then multiplying by 100 to convert to a percent.

Second, the enrolled in higher education or competitively employed percentage is calculated by dividing the sum of the 4-year and 2-year college where at least one term was completed and competitive employment for at least 20 hours per week for 90 days and military, by the total graduates and dropouts, and then multiplying by 100 to convert to a percent.

Third, the total employed & continuing education percentage is calculated by dividing the sum of the 4-year, 2-year, or other postsecondary education where at least one term was completed, competitive or noncompetitive employment for at least 20 hours per week for 90 days and military, by the total graduates and dropouts, and then multiplying by 100 to convert to a percent.

There is a bar chart at the bottom of this page that displays IEP graduate and dropout follow-up data for your district and the state.

Table G3 – Follow-up

36

• What to Ask:

- What career education or vocational classes are available to IEP students such as hands-on classes, exploratory type classes or work study classes?
- What are the criteria for getting into a vocational or career technical schools? Are these criteria an impediment to IEP students?
- How can we better conduct follow-up on dropouts?
- What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school?
- What are our expectations for students with disabilities?
- How do our percentages compare to those for the state?



How can you use these results?









- You can look at opportunities for vocational and career education coursework for students with disabilities.
- You can improve follow-up on dropouts.
- You can evaluate and improve skills, activities, programs, classes, etc., for IEP students before graduation that lead to more successful post-secondary outcomes.
- You should review and analyze expectations for students with disabilities.
- You can compare your follow-up outcome percentages to the state percentages.


Resources

37

- Special Education Profile Review Guide
- Back in the MCDS portal under the Special Education/Special Education Profiles/Reports and Resources section

Special Education Profiles 0

		Special Education Profile Report - Public Summary of LEA Special Education measures compared to state targets	<ul style="list-style-type: none"> Click the link circled at left This is a detailed guide to reviewing the special education profile report
		Special Education Profile Report Summary of LEA Special Education measures compared to state targets	
		Special Education Profile Review Guide A guide for understanding the Special Education District Profile	
		Special Education State Profile Summary of state Special Education measures compared to state targets	



Most of the information we've covered is either noted in the Profile itself or can be found in the Special Education Profile Review Guide shown on this slide.

	
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Shown here is contact information for the Special Education data staff. Feel free to contact us at any time if you need assistance accessing or interpreting your special education district profile.